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ABSTRACT

A learning center project to "improve and expand the educational and employment opportunities for all residents in the Portland, Maine, Model Cities target area who are 16 years of age and older and who have not reached the grade eight education level" is described. The five-phase project proposes to: "(1) design an experimental educational facility; (2) develop new...techniques for teaching adult basic education...; (3) develop a...coordinated approach to...relating education and career orientation to employment; (4) develop...educational and employment ladders...; (5) establish and implement a...research and evaluation program." As a working model of intensive Adult Basic Education programs in other urban communities, a cyclical Design for Adult Learning was developed. The Design is planned to generate research that will be useful in the development of Adult Basic Education programs in other urban communities. The design also permits the testing of innovative programs, which can be refined or discarded, depending upon the results of the assessment. (Author/CK)

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URBAN ADULT LEARNING CENTER

For The Model Neighborhood In Portland, Maine

PHASE I

Final Report for the Fiscal Year Ended June 30, 1971

For a Project Made Possible by U.S. H. E. W. Grant No. OEG-0-70-5165

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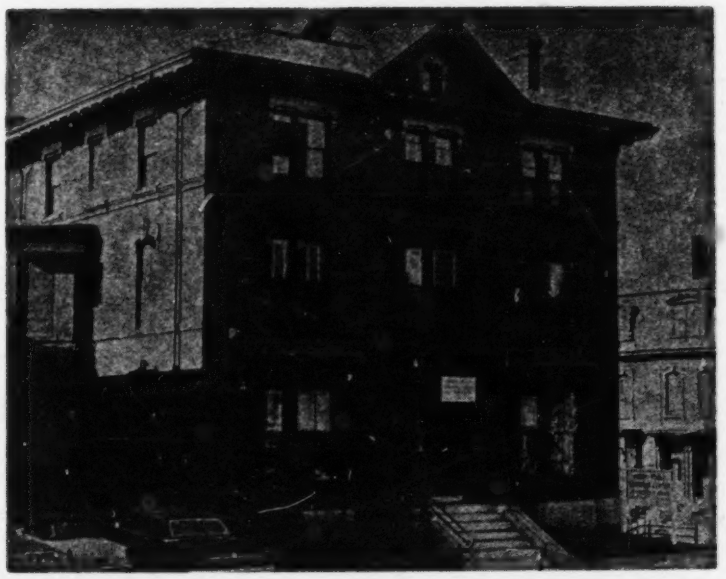

FINAL REPORT

University Of Maine URBAN ADULT LEARNING CENTER

For The Model Neighborhood In Portland, Maine

PHASE I

FOR THE FISCAL YEAR

ENDED JUNE 30, 1971

The project reported herein was made possible by a grant award to the Continuing Education Division of the University of Maine through the Bureau of Adult, Vocational and Technical Education of the United States Department of Health, Education and Welfare under grant authority of PL 89-750, Title III, Sec. 309(b) as amended: Grant No. OEG-0-70-5165.

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ABSTRACT

This report on the "University of Maine Adult Basic Education Learning Center for the Model Neighborhood in Portland, Maine—Phase I" covers the fiscal year ended June 30, 1971. The project was made possible by a grant award to the Continuing Education Division of the University of Maine through the Bureau of Adult, Vocational and Technical Education of the U. S. Department of HEW under grant authority of PL 89-750, Title III, Sec. 309(b) as amended.

As stated in the Phase I proposal, "the primary goal . . . is to improve and expand the educational and employment opportunities for all residents in the Portland, Maine, Model Cities target area who are 16 years of age and older and who have not reached the grade eight education level." The need for such a project in the target area is described in the introduction to this report.

To help meet the needs of undereducated adults, the five-phase project proposes to "(1) design an experimental educational facility . . .; (2) develop new . . . techniques for teaching adult basic education . . .; (3) develop a . . . coordinated approach to . . . relating education and career orientation to employment; (4) develop . . . educational and employment ladders . . .; (5) establish and implement a . . . research and evaluation program." Eighteen specific objectives were formulated, as described in this report, which is organized under the major headings of (I) Establishment and Initial Operation of the Facility, (II) Development of the Design for Adult Learning, and (III) Development of University and Community Support.

Grant notification from HEW was received by the University on July 7, 1970, followed by contract negotiations of July 14-15. HEW contributed $200,000 to the Phase I project, while the University commitment was $29,000. A line-staff organization was developed, the Learning Center reporting to the CED Bureau of University-Community Services. The Bureau takes administrative responsibility for grant implementation, and also serves as liason between the Center and University departments providing supportive services.

A 12-member Advisory Board, including four UALC students, met once each month during Phase I. A table of staff organization was drawn up, a Project Director selected in August 1970, three Assistant Directors employed, and the remainder of the staff selected during the following weeks. A suitable building, conveniently located in the heart of the target area, was rented, renovated, and equipped. In-service training for staff development was established on a weekly basis continuing throughout Phase I. The Center was opened with appropriate ceremonies on October 29-30, 1970. Extensive TV and newspaper coverage helped promote public goodwill and acquaint Neighborhood residents with the opportunities provided.

During Phase I, 642 persons were contacted by the Center staff and 193 enrolled in a Center program. More than one-fifth of those enrolled entered with reading skills testing between the first and third grade levels. Another quarter placed in similar tests between the fourth and sixth grade levels.

As a working model of intensive Adult Basic Education, the Center developed a cyclical **Design for Adult Learning,** described in detail in this report. Through the interaction of **Recruiter, Learner,** and **Teacher/Counselor,** an **Adaptation** of the general **Curriculum** is made to meet each individual's expressed need, and detailed **Instructional Planning** is worked out. From the program of **Instruction** result the **Learning Outcomes** which are subject to a continuing process of **Assessment.** Besides helping the **Learner** to achieve his immediate goals, **Instruction** is planned so as to stimulate the **Learner** to form additional learning goals.

The **Design for Adult Learning** is also planned to generate research that will be useful in the development of Adult Basic Education programs in other urban communities. The cyclical Design permits the testing of innovative programs, which can be refined or discarded, depending upon the results of **Assessment.** Programs tried out during Phase I are described in this report.

Ways in which the Bureau of University-Community Services enlisted and coordinated a broad range of University services to benefit the Center, providing some $25,000 in University contributions during Phase I, are detailed in this report. The report also describes the development of cooperation with community and other agencies, which assisted in recruitment of students, in opening employment opportunities for those completing Center programs, and in providing supplementary services, both for students and in-service staff training.

INTRODUCTION

The Subject of This Report

This is the final report for Phase I, the initial year of operation of the Urban Adult Learning Center (UALC) in Portland, Maine, covering the fiscal period from July 1, 1970, through June 30, 1971.

The special project in question is entitled "University of Maine Adult Basic Education Learning Center for the Model Neighborhood in Portland, Maine—Phase I." The establishment of the project was made possible by a grant award of the United States Office of Education to the University of Maine under the grant authority of Public Law 89-750, Title III, Section 309(b): "Special Experimental and Demonstration Projects in Adult Basic Education" of the Adult Education Act of 1966, as amended. The grant was awarded to the Continuing Education Division of the University of Maine through the Bureau of Adult, Vocational and Technical Education of the United States Department of Health, Education and Welfare.

The Urban Adult Learning Center may be described as a joint project of Health, Education and Welfare and the University of Maine to demonstrate the need for cooperative efforts among federal, state, and local organizations in expanding opportunities for Adult Basic Education for inner-city adults who are disadvantaged by their lack of education. In this Portland project there is specific involvement of the University of Maine and the Model Cities Program, as provided in the "Demonstration Cities and Metropolitan Development Act of 1966," (Public Law 89-754) Title I—Comprehensive City Demonstration Programs (CDA).

The Need for Adult Basic Education in America

In America today, the direct relationship between lack of education and poverty has been well documented. Almost every available job requires some skill training or, at least, the ability to speak intelligibly, to understand simple oral instructions, to read basic instructions or notices, and, more often than not, to do some writing and elementary computation. Equally important, the American adult must know how to cope with the commonly encountered problems of the society in which he must function. Without basic skills he will find it difficult, if not impossible, to function as a self-supporting adult in urban society.

The extent of the problem of undereducation is massive. According to the 1960 census, approximately 23 million people have had less than eight years of formal education. Some 8.3 million adults, 25 years of age or older, have had less than five years of schooling and are commonly referred to as "functionally illiterate." Of this latter group, 2.7 million adults have had no schooling at all.

An analysis of available data concerning the need for Adult Basic Education ultimately indicates one significant point: all levels of government prior to 1966 either have failed to recognize the need for Adult Basic Education or have placed that need far down on their scale of priorities.

The Adult Education Act of 1966

The need for federal encouragement of efforts to promote adult education was recognized in 1966, when Congress passed the Adult Education Act of 1966, Title III, Public Law 89-750. According to Section 309 of this Act, its purpose is to encourage basic educational programs which will enable adults to "overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens. . . ."

The Office of Education is authorized under Section 309 of the Adult Education Act of 1966 to make grants for Special Experimental Demonstration Projects which will do one of two things:

1. Involve the use of innovative methods, systems, materials, or programs which the Commissioner determines may have national significance or be of special value in promoting effective projects under the Act.
2. Involve programs of adult education carried out in cooperation with other Federal, federally assisted, State, or local programs which the Commissioner determines have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with basic educational deficiencies.

As the following pages will indicate, the Urban Adult Learning Center in Portland has been developed as a special project under the guide-lines of this Act to demonstrate a coordinated approach to the problems of persons with basic educational deficiencies living in the Model Cities Neighborhood of Portland, Maine.

The Model Cities Neighborhood of Portland West

The same session of Congress which passed the Adult Education Act also passed the Demonstration Cities and Metropolitan Development Act of 1966, Public Law 89-754, several paragraphs of which are quoted in the appendix of this report. An objective of Title I of this Act is to make possible Comprehensive City Demonstration Programs "containing new and imaginative proposals." The Model Cities Program was designed to encourage participating cities to develop a concerted attack on social and economic problems as well as on physical decay. Accordingly, it required the coordinated efforts of all relevant agencies. It also emphasized the need for "meaningful citizen participation." The Department of Housing and Urban Development was named as the administering agency.

Portland, Maine, was chosen to participate in the national Model Cities Program in 1969 and is currently in its third action year of that program. The primary Model Cities Neighborhood administered by the City Demonstration Agency is designated as Portland West. Portland West is largely comprised of an area known as the Peninsula, or the "old" City of Portland, whose municipal limits were confined to that area until the latter part of the nineteenth century. As the map on a following page indicates, the Peninsula is a low hill, running from the southwest to the northeast, about two and one-half miles long and about three-quarters of a mile wide. The southeast side borders on Portland Harbor; the west is bounded by a shallow estuary called Fore River; the northeast end overlooks Casco Bay; and almost two-thirds of the northwest side is cut off from the mainland by Back Cove, a shallow, muddy lagoon.

For many years of its early history, Portland developed almost as an island seaport, with access to the mainland only through a narrow strip of dry ground. During the last century several bridges were constructed, and the mud flats which nearly connected Back Cove with Fore River were filled in. The general laboring population of the Peninsula, however, remained closely huddled together, most of the working men living within easy walking distance of their employment on the wharfs, the wharfside factories, or the commercial establishments that lined the harbor.

When at the end of the nineteenth century the railroads built a new Union Station at the point of land access to the northwest corner of the Peninsula, the housing pressure for low-income workers in the western end of Portland increased. Wealthy merchants and other members of the affluent class built their mansions close to the crest of the high bluffs at either end of the Peninsula, or along Congress Street, which follows the "backbone" of the Peninsula, or on two or three of the broader cross streets near the center of the Peninsula. The working class jammed its housing close behind the backyards of most of these mansions. There was no zoning. Houselots were subdivided, with small tenement buildings crowded into what had been the yards of private houses. Until World War I, however, a relatively high incidence of private home ownership postponed the development of actual slum conditions along the crowded back streets of Portland West. In fact, although there was steady deterioration between World War I and World War II, the situation was not considered very serious until after the Second World War. At that time, due to a major housing shortage, absentee landlords bought much of the residential property in Portland West in order to take advantage of rising rents.

During the past fifty years the mass employment conditions in Portland, as in all metropolitan centers, have been shifting. There is no longer a demand for much rough labor along the waterfront. Dry cargo has almost disappeared, the fishing fleets have declined, and the giant oil tankers which discharge their huge cargos for the Montreal Pipeline require little dockside labor. The railroads no longer discharge cargos to be transferred to coastal steamers, and the truck terminals which have taken over this former function of the distribution of goods to the smaller cities and town multiply the efficiency of the relatively few laborers through fork lifts and other machines.

Portland is, however, still the central distribution point for most of the goods destined for other parts of Maine and northern New Hampshire and even parts of Vermont. Nearly half of Maine's 980 000 people live within 70 miles of the city, and approximately 150,000 live in the Greater Portland metropolitan area. The City of Portland itself, a consolidation of the old city of Portland and the former city of Deering, has a current population of more than 65,000, in spite of the movement of many of the more prosperous families to the suburbs. The Peninsula still houses some 35,000 of the city's population, and 40 percent of the Peninsula population is concentrated in the Model Cities Neighborhood of Portland West.

As the accompanying map indicates, the Portland West Neighborhood comprises about 50 percent of the Peninsula area, including nearly all the western half, as well as an area of considerable blight immediately north of the central business district. Portland West is roughly bounded by Back Cove and the proposed Interstate 295 on the north, the Franklin Street Arterial on the east, Portland Harbor on the south, and Saint John Street on the west.

The original comprehensive plan for Portland West speaks to the familiar problems of an inner-city urban community, although the vast majority of the inhabitants are white and native born. A very few black families remain from the days when Pullman porters working on the long-distance railroad trains had established homes in the vicinity of the former Union Station, but the descendents of most of these families are now scattered into other areas. Generally speaking, the populace of Portland West is predominantly white, characterized by low family income, a low level of general education, and a lack of training in the specific skills needed for the better paying jobs. A Model Cities study indicates that fully 41 percent of its children suffer from hard-core poverty.

A generally apathetic atmosphere, generated by the low income which has characterized this area ever since the World War II shipyards closed more than 25 years ago, causes and aggravates a mass of social problems. It seems almost impossible to find ready solutions to the problems of unemployment and underemployment, combined with educational failure, frequent physical and mental illnesses, and underutilization of social and community services.

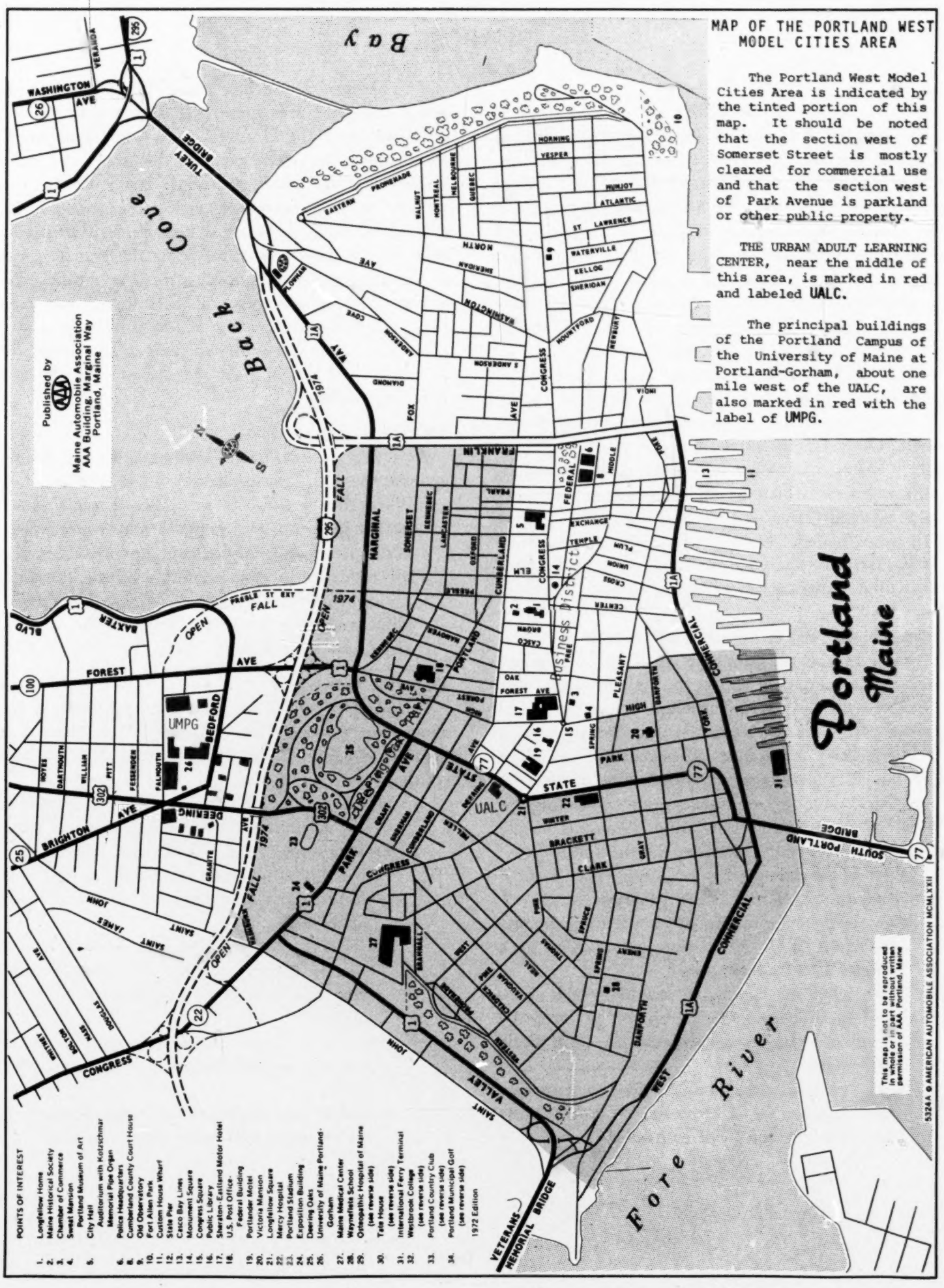
Schools and education are matters of grave concern in the overall picture of Portland West. Nearly all public elementary schools in this area are more than 100 years of age, and most are overcrowded as well. At the root of the apathy with which the poor of Portland West frequently regard schools and child education is the lack of a "learning climate." Although Portland High School, located in the north-central part of the neighborhood, has long offered various vocationally oriented programs, it suffers from a relatively high drop-out rate. In 1968, for instance, one out of every nine pupils enrolled in Portland High dropped out before completing the high school program. Accordingly, almost half the adults living in Portland West never finished high school, and about one out of every twelve did not continue education beyond the eighth grade.

On the basis of these facts, a recent Model Cities study concludes that, although unemployment and underemployment rank as the highest priority problem in the Portland West Neighborhood, educational failure ranks second. Some 15,000 people live in Portland West. Of these residents, approximately 1,700 are persons 16 years of age or older who have not achieved more than an eighth grade education. The Urban Adult Learning Center Project has identified these 1,700 Portland West adults as their target group.

The University of Maine at Portland-Gorham

Located approximately one-half mile north of the Model Neighborhood boundary, but separated from the neighborhood by Deering Oaks Park and Interstate Route 295, now under construction, is the Portland Campus of the University of Maine at Portland-Gorham. Relatively few of the permanent residents of the Portland West Neighborhood walk across the park to avail themselves of the facilities offered by the University, even though increasing numbers of University students find Portland West a convenient place to live. The University of Maine at Portland-Gorham is the largest institution of higher education in Southern Maine. Approximately 3,900 day students and 3,000 part-time evening students attend classes leading to university degrees. Of this group, approximately half the day students and the majority of the evening students attend classes at the Portland Campus, while the remainder study at the Gorham Campus, some eleven miles west of the Portland Campus.

The University of Maine at Portland-Gorham, the only urban center of the seven regional centers of the University of Maine to offer baccalaureate and graduate degree programs, also offers a broad variety of public service programs. Approximately 17,000 adult evening and summer registrations were recorded in the 1970-71 academic year. Specific areas of community need are reflected in the program of three bureaus: Labor Education, Allied Health Professions, and University-Community Services. The Bureau of University-Community Services has undertaken the responsibility of developing an Urban Adult Learning Center, designed to meet the needs of the Portland West Neighborhood and located in a building in the heart of the Portland West area, about one mile southeast of the Portland Campus.



MAP OF THE PORTLAND WEST MODEL CITIES AREA

The Portland West Model Cities Area is indicated by the tinted portion of this map. It should be noted that the section west of Somerset Street is mostly cleared for commercial use and that the section west of Park Avenue is parkland or other public property.

THE URBAN ADULT LEARNING CENTER, near the middle of this area, is marked in red and labeled **UALC.**

The principal buildings of the Portland Campus of the University of Maine at Portland-Gorham, about one mile west of the UALC, are also marked in red with the label of **UMPG.**

PURPOSE

The Background of the Adult Basic Education Project

In the spring of 1969 a series of meetings was arranged between University of Maine officials and Model Cities administrators concerning a possible special project to provide adult basic education in the Portland West Neighborhood. The role of the University in an urban community was discussed at great length in these early meetings. Model Cities, armed with budget and purpose, challenged the University of Maine to active involvement in community and public service.

In responding to the challenge, the University of Maine officials made two important decisions. First, the University would not merely assist by writing a proposal, doing some research, and providing some educational services; but rather it would submit and sponsor an application which would require the University to take administrative responsibility for the project once it was funded. Second, the proposal would be written in terms of five-year objectives, so that the University would project its involvement over an extended period.

It was felt that the University's response to the challenge would have implications for all Model Cities and Community Development efforts throughout the United States. The University would attempt a number of experimental efforts in developing its demonstration project in Adult Basic Education. A framework would be worked out in which both a Model City community and an urban university could cooperate in meeting the challenge of Adult Basic Education. Attempts would be made to answer such questions as the following:

1. What is the relationship of Adult Basic Education to the Model Cities program?
2. What is the relationship of an urban university to Adult Basic Education, specifically in a Model Cities community?
3. What types of innovative teaching techniques and materials can be developed to meet the needs of a successful program of Adult Basic Education?
4. What resources are necessary to give exposure and support for a program of Adult Basic Education in the local community?

The absence of previously established answers to the above questions and to a myriad of others led to the development of the Phase I Urban Adult Learning Center Project, the initial stage in the search for possible answers to the posed questions. It should be clearly pointed out, however, that such answers could not be arrived at within the space of a single fiscal or academic year. If the project were to point the way to answers to the questions posed above, it must be developed over a period of several years. Therefore, it was decided that an encompassing goal, together with several sub-goals and a larger number of project objectives, would be researched and studied throughout five years as a five-phase effort.

The Encompassing Goal

As stated in the Phase I proposal, the encompassing goal for the entire five-phase project is as follows:

> **The primary goal of the proposed adult education program is to improve and expand the educational and employment opportunities of all residents in the Portland, Maine, Model Cities target area who are 16 years of age and older and who have not reached the grade eight education level.**

The Five Sub-Goals

In consideration of the Encompassing Goal, as stated above, five sub-goals were stated in the Phase I proposal. The sub-goals stipulated that the five-phase project should:

1. Design an experimental educational facility that will meet the needs of undereducated adults;
2. Develop new and innovative techniques for teaching adult basic education, using the most sophisticated software and hardware systems available;
3. Develop a comprehensive and coordinated approach to the problem of directly relating education and career orientation to employment;
4. Develop the capability of extending educational and employment ladders for program participants;
5. Establish and implement a comprehensive project research and evaluation program.

The Eighteen Project Objectives

An analysis of the implications of the five sub-goals indicated the formulation of eighteen project objectives, the first twelve of which are related to the development of the Adult Basic Education Center, together with its curriculum and student body, the next five of which concern desirable linkages with other agencies or programs, and the eighteenth aimed at finding employment opportunities for those completing significant phases of training. It should be emphasized that, although a start has been made toward meeting most of these objectives under Phase I of the project, further experimentation and refinement in meeting each specific objective must continue throughout the future phases of the five-year program.

Objectives Related to Development of Programs for Students

1. Identification, through research, of behavioral changes to be effected in adult students, using experimental and innovative educational techniques.
2. Identification of concepts and content in specific subject areas which are related to behavioral change in meeting individualized needs.
3. Provision of specialized software and hardware systems for teaching functional basic education to adults, and of methods for evaluating their effectiveness in meeting the Center's goals.
4. Development of basic curricula in reading, communication skills, arithmetic, money management, citizenship, home and family life, career orientation, and job skills.
5. Correction of specific subject-area deficiencies through basic instruction or remedial work.
6. Development of academic and selected general-interest courses to provide opportunities for self-improvement.
7. Bridging of the gap between education and employment by relating curriculum to career orientation.
8. Provision of motivational factors that will induce adults to seek education at the Learning Center.
9. Development of staff in-service training programs related to the problems of working with low-income persons and the administration of Adult Basic Education programs.
10. Extension of the education ladder through grade 12 during Phase I, the first year of the program, if practicable.
11. Provision of collegiate work in areas of social sciences, natural sciences, and the humanities during subsequent phases of the program.
12. Establishment of a comprehensive evaluation plan for program components and the overall program.

Objectives Related to Linkages with Other Programs or Agencies

13. Development of volunteer participation in the program on the part of University faculty and students.
14. Provision of a more effective Adult Basic Education service to programs and organizations in the Portland and Lewiston Model Cities areas.
15. Expansion of linkages with federal, state, University, and community agencies.
16. Participation in the development of a way to provide a coordinated approach for vocational upgrading.
17. Involvement, through a meeting place, of University research in basic adult education on the part of both professional educators and college students in a process of continuing education.

An Objective Related to Finding Employment Opportunities

18. Development of linkages with employment agencies, industries, and business establishments.

This Final Report describes the operations at the Urban Adult Learning Center in the Portland West Model Cities Neighborhood during Phase I, the fiscal period extending from July 1970 to June 30, 1971. It is obvious, as one reads the report, that significant progress has been made in many areas, although the program has not yet reached the point where the final objective of linkage with potential employers is ready for development. Effort has been made to work toward the other objectives, but it must be emphasized that Phase I is merely the first of five phases of development. Much remains to be accomplished during Phases II through V in working toward accomplishment of the Encompassing Goal, as detailed by the five sub-goals and the eighteen project objectives.

METHODS OF PROJECT DEVELOPMENT

The Urban Adult Learning Center is an ambitious project, for it attempts to interest undereducated unemployed and underemployed adults in obtaining basic education, to provide them with programs which will appeal to them as being worthwhile and interesting, and to help them become eligible for jobs that will pay a living wage—all in the face of their previous apathy toward education for themselves or their families. The Urban Adult Learning Center of Portland West is therefore pioneering in a demonstration project with, if successful, should set an example of what could be done in other urban communities throughout the United States. This section of the Phase I report on the project describes the various steps which have been followed in the development of the project throughout its initial year. This detailed section is divided into three major subsections:

I—Establishment and Initial Operation of the Facility

II—Development of the Design for Adult Learning

III—Development of University and Community Support

The first of these sections will deal with the funding of the project, the administrative structure, the role of the Continuing Education Division and the Bureau of University-Community Services, the Advisory Board, the organizational structure and the staff organization, staff selection, staff development, the building selection, and the formal opening of the facility.

I—Establishment and Initial Operation of the Facility

Funding of Phase I of the Project

The official grant notification award from HEW was received by the University of Maine on July 7, 1970. Contract negotiations took place on July 14 and 15, 1970. HEW contributed $200,000 to the Learning Center during Phase I, while the University of Maine commitment was $29,000.

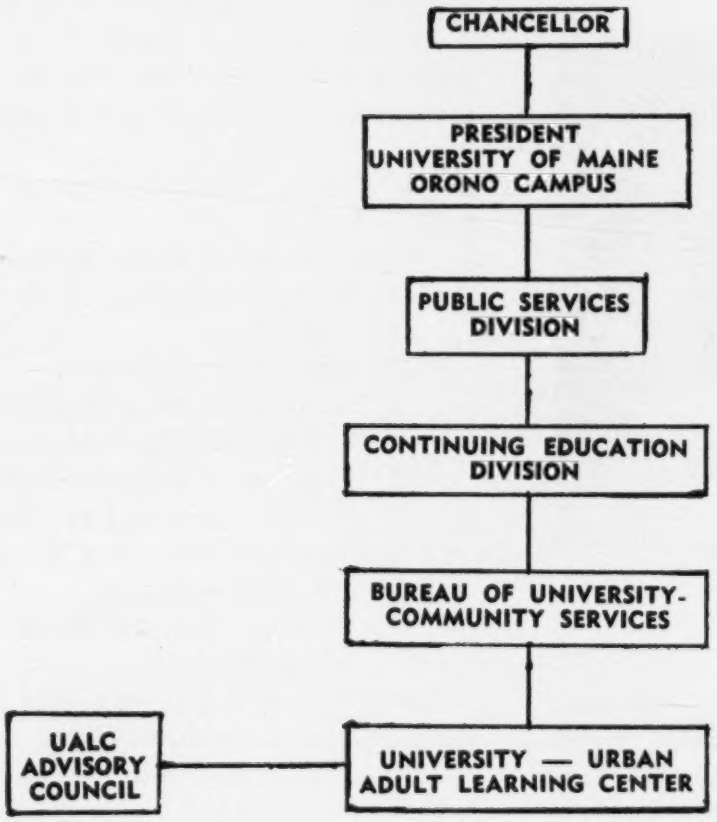
Administrative Structure

University of Maine officials agreed that the magnitude of a $200,000 HEW grant and a $29,000 contribution by the University necessitated a line administrative position for the Learning Center project. In addition, a line position within the University system would be essential in generating internal support and commitment to the project. This decision would also provide a framework for long-term University and community support for the project. Contact with relevant university departments, administrative as well as academic, would lead to greater acceptance of the involvement of a publicly supported institution of higher education in areas not normally considered "the real job of the University."

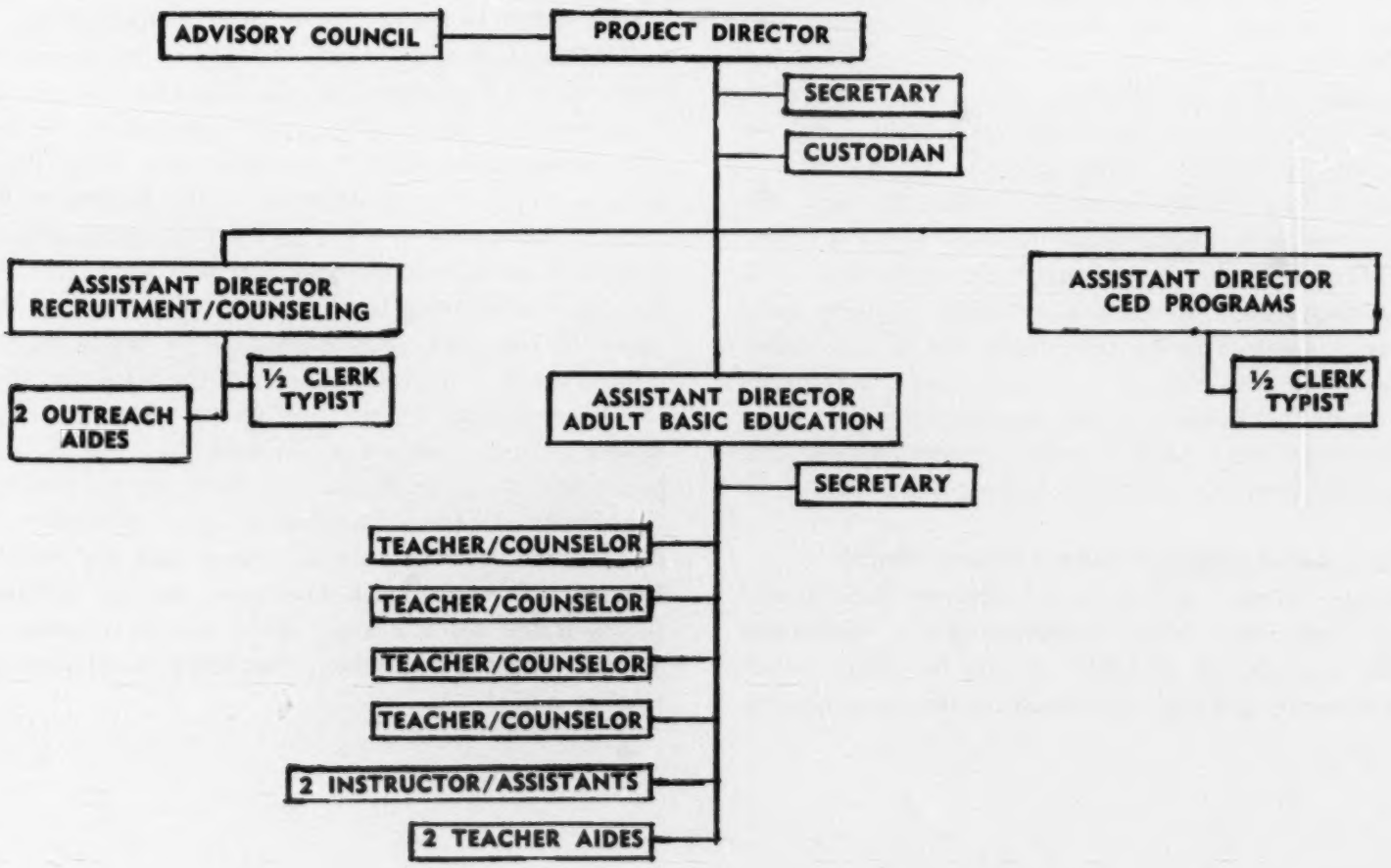
The line-staff organizational chart on the following page clearly indicates the position of the Urban Adult Learning Center in the University system during the initial year which ended June 30, 1971. The Learning Center reported directly to the Bureau of University-Community Services, one of the three bureaus in the state-wide Continuing Education Division. Attachment to a state-wide organization provided the necessary linkage to draw upon the resources on many University campuses, rather than just one. Evidence of the success of this relationship is reflected in the latter part of this chapter of the report, Subsection III—Development of University and Community Support.

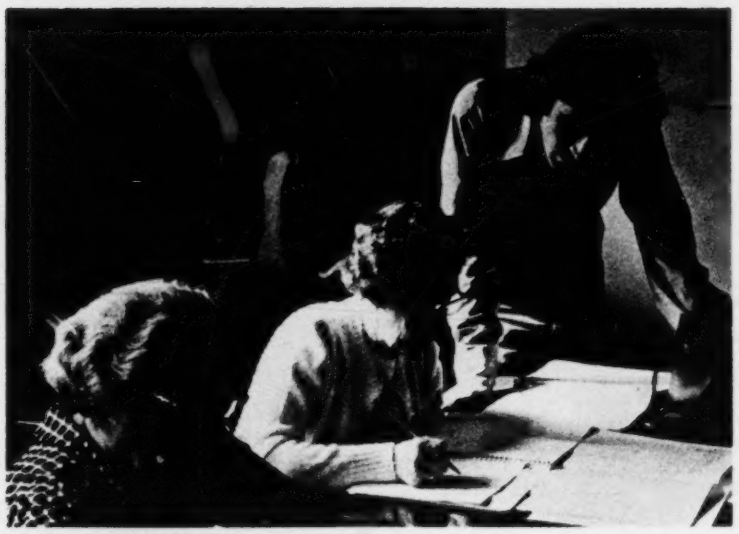
It should be pointed out, however, that on July 1, 1971, two individual campuses of the University of Maine system, Portland and Gorham, were merged as one institution, the University of Maine at Portland-Gorham. This has changed the organizational structure to the following extent for Phases II through V. The Bureau of University Services will hereafter report to the UMPG Director of Public Service, who, in turn, will report to the President of the University of Maine at Portland-Gorham, who will then report directly to the Chancellor.

UNIVERSITY OF MAINE
URBAN ADULT LEARNING CENTER
Organizational Structure
During Phase I



UNIVERSITY OF MAINE
URBAN ADULT LEARNING CENTER
Staff Organization





Continuing Education Division

During Phase I this state-wide division of the University of Maine was responsible for administering adult evening programs, including both degree-credit courses and community service courses, throughout the state. In recent years, three bureaus have been created to provide service in Labor Education, Community Services, and Allied Health-Professions Education. The Bureau of University-Community Services was created in the summer of 1969.

Bureau of University-Community Services

One objective of the Bureau of University-Community Services is "to stimulate, develop, and monitor Continuing Education Division proposals and grants which jointly involve the local community and the University of Maine." This objective relates directly to the Urban Adult Learning Center. In fact, the Bureau was initially established to write and implement the proposal for the Learning Center project in 1969.

The Bureau of University-Community Services operates in a dual capacity concerning the Urban Adult Learning Center—that of administrative responsibility for grant implementation, and also that of liason officer between the Urban Adult Learning Center and the University departments providing supportive services.

Urban Adult Learning Center Advisory Board

Initially, Phase I called for an Advisory Council and Policy Committee. With guideline policy established for the expenditure of HEW monies for 309b grants, and University policies established for line departments, and with the establishment of an Urban Adult Learning Center Advisory Board, it was determined that a separate policy committee was not needed. Permission to omit the formation of a policy committee was granted.

The Advisory Board consisted of the following members:

(1) Director of Public Service—UMPG
(1) Director of Bureau of University-Community Services
(1) UALC Project Director
(1) Cooperative Area Manpower Planning System (CAMPS) Representative
(1) Professor of Social Welfare—UMPG
(1) Director—Portland Evening School
(1) Director—Manpower Training, Portland Public School System
(1) Director—Portland Model Cities Program
(4) UALC Students

The Advisory Board met once each month at the Learning Center to discuss topics relevant to the total UALC effort. Broad representation was intended to gain local support and to provide input concerning the development of the Learning Center. Student input on the Advisory Board is important for obvious reasons. Great care was given to implement, if at all possible, any suggestions given by Board members, especially UALC student Board members.

Urban Adult Learning Center Staff Organization

The accompanying Table of Staff Organization indicates the staff positions at the Learning Center. The organizational chart reflects the significance of three critical areas in adult basic education. The Project Director reports to the Director of the Bureau of University-Community Services and has the major responsibility for all operations and activities associated with the grant. Reporting to the Project Director are three Assistant Directors, each responsible for one of the three critical areas of operation. Each of the Assistant Directors is responsible for the continuing evaluation of performance and programs in his own area. As the chart below indicates, the Assistant Director of Recruitment/Counseling is also responsible for the supervision and development of two outreach aides, and the Assistant Director of Adult Basic Education has an additional responsibility for the supervision and development of several teacher/counselors, instructor/assistants, and teacher aides.

AREAS OF RESPONSIBILITY OF THE ASSISTANT DIRECTORS

Assistant Director of Recruitment/Counseling

- Community Outreach
- Intake
- Goal Development
- Placement
- Retention
- Follow Up
- Supervision and Development of Outreach Aides

Assistant Director of Adult Basic Education

- Curriculum Development
- Instruction
- Reading Program
- Computation Program
- Performance Criteria
- Supervision and Development of Instructional Staff

Assistant Director of Continuing Education Programs

- Coordination of Students in Educational Programs Beyond the Eighth Grade Level
- Supplemental and Supportive Services
- Seminars and Workshops
- Short Courses
- In-Service Training

Staff Selection

In employing staff at the Urban Adult Learning Center, primary consideration was given to the selection of people highly skilled in human relationships, individuals who could understand and relate to undereducated adults, and individuals who were deeply committed to the task of providing educational opportunity for disadvantaged people. Though training was considered essential, the common denominators of the selected staff were sensitivity, open-mindedness, free spiritedness, and empathy. People who had been trained in the basic education of children rather than of disadvantaged adults and those who had been conditioned through public-school teaching experience to think of their task in terms of the methods commonly used in public-school systems were neither sought nor selected.

Obviously, with the emphasis upon sensitivity rather than a formal teaching background, a strong in-service training program had to be instituted for the instructional staff.

The entire UALC staff was selected during the period from mid-August through early October, 1970. The Project Director was selected in August 1970 by a committee including University officials, faculty members, the director of Portland Evening School, and community residents. The Project Director, with the advice and consent of the Continuing Education Division and the Bureau of University-Community Services, selected the three Assistant Directors. All other personnel were selected by the Project Director.

Staff Development

The goal in staff development was to produce more effective instructional strategies, curriculum materials, and human relations techniques for teaching and counseling. Friday mornings were scheduled for in-service training. Significant topics covered at these sessions were as follows:

1. Program planning for a more personalized, self-paced, and self-evaluated curriculum.
2. Use of the learning laboratory as an aid to students.
3. Methods of evaluation of students, materials, and teaching techniques.
4. Counseling and diagnostic skills to help students in goal setting and building their self-concepts.
5. Teaching of basic reading and computational skills while helping students cope with their present environment.

The instructional in-service training sessions were conducted most frequently by the Project Director or Assistant Director of Adult Basic Education, but a number of sessions were presented by specialists from the University of Maine faculty or representatives of

other organizations. University faculty members conducted sessions on reading, counseling, working with the poor, training paraprofessionals, evaluation, and the use of audio-visual equipment. The consultant on Adult Basic Education curriculum from the State Department of Education conducted a session on instructional objectives. Literary Volunteers, of Syracuse, New York, presented their method of teaching reading. An outside consultant conducted a workshop on behavioral objectives.

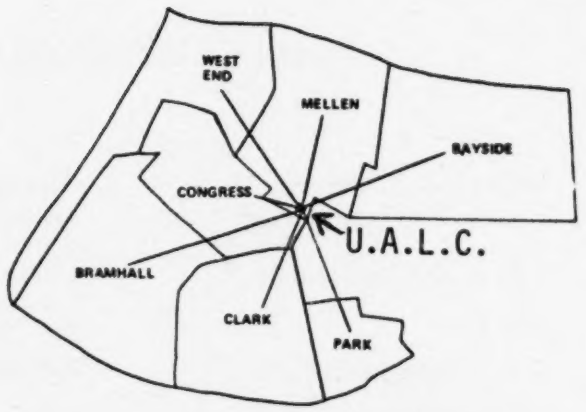
In addition to participating in the training offered at the Center, members of the instructional staff periodically visited other Adult Basic Education programs in the Southern Maine area. They also attended a workshop at Amherst, Massachusetts, on "Teacher Awareness." Essentially, however, staff development at the Learning Center during Phase I emphasized in-service training conducted primarily by either senior members of the Center staff or by specialists from the University faculty, and supplemented by outside expertise of the type described above. In this way an ongoing in-service training program was conducted throughout the Phase I period.

Building Selection

During the process of staff selection, attention was given to the need to secure an acceptable building for the program. Upon notification of the grant award, the Director of the Bureau of University-Community Services secured the professional assistance of the Director of Engineering and Planning at the University of Maine at Portland-Gorham. Much effort went into the selection of the proper kind of facility. Four factors in building selection were paramount:

1. Geographic proximity to the most densely populated areas of the entire Model Cities Neighborhood.
2. Educational adaptability and atmosphere.
3. Potential for increased usage.
4. Cost.

Compliance with the first requirement is demonstrated by the following sketch-map of the Portland West Model Cities Neighborhood. The selected building is located in the heart of this disadvantaged community, within easy walking distance for most of the inhabitants and less than one short city block from the nearest bus stop on the Congress Street bus line.



Sketch Map Showing U.A.L.C. Central Location

In addition to its nearly ideal location, the building satisfies all the other factors considered in the selection of a suitable Adult Learning Center. There is nothing about its appearance to repel or frighten away the potential student, who tends to avoid anything that looks too wealthy or too institutional. The building was apparently constructed more than a century ago as a private mansion, but it was used for many years as a hospital. Most recently it has been used as the Nurses Training Building for the Mercy Hospital in Portland.

Attached to the large brick building, which is three stories high, is a two-story brick annex of more recent construction. The annex contains a science laboratory on the ground level and a nursery on the second. The first level of the main building contains the reception and clerical area, a combination student lounge and library, the learning laboratory, and two administrative offices. The second floor is mainly classroom area. The third floor has some classrooms, several individual counseling offices, and most of the staff offices.

State and city fire code requirements for educational facilities are stringent. Stiff requirements necessitated rather extensive renovation to meet code standards. Once renovated, the building offered all the facilities needed for the successful operation of an Urban Adult Learning Center.

The building is now owned by a private landlord with whom the Corporation Counsel of the University of Maine negotiated a lease at an acceptable annual rental of $7,200. There is an adequate parking area for the staff and for a few students. Student parking, however, is of less importance than closeness to a city bus stop, which is less than one block away. Since the building

fronts on State Street, a major cross-town artery, a large sign was prepared by the University Maintenance Department and is now located in a conspicuous place.

Official Opening of the Center, October 29-30, 1970

The opening of the Urban Adult Learning Center in the Portland West Model Cities Neighborhood took place with an Open House on October 29 and 30, 1970. By this time the staff had been selected and sufficient in-service training had been completed so that the first students could be enrolled in the basic programs. The building renovation had been completed, with hardware, software, and staff equipment set up. The Governor of Maine, Kenneth Curtis, visited the Learning Center on October 29, and the Chancellor of the University of Maine, Dr. Donald R. McNeil, made his official visit on October 30.

Governor Curtis, in the course of his address, spoke as follows: "I think, perhaps, of all the education dollars we spend, maybe this is where we can get the greatest return of all, because here are adults who are trying to make up for something that they either didn't have the opportunity to get or didn't know they should have and want to make up for it now. My compliments to the chancellor and the trustees for having the foresight to do this. I hope this is the start of many more facilities."

Chancellor McNeil was equally enthusiastic in his remarks. Among other things, he said, "A university must be able to reach out and fill the needs of a great number of people. It should not simply be a school that is located in one locality. It should be capable of going everywhere to reach people who have a need, no matter where that might be. I'm delighted that this adult education center is the first step towards really getting off the campus."

The intent of the two-day Open House was to acquaint the community at large with the Learning Center facility, its programs, and its staff. Approximately 200 people visited the Center during the Open House program, including citizens of the community, city and University officials, representatives of the State government, agency representatives, and Model Cities administrators. The staff was on hand for guided tours and informal explanations of the goals and objectives of the Center programs, as well as demonstrations of some of the equipment and materials which would be used in these educational programs. The resultant newspaper and television publicity did much to acquaint residents of the Portland West Model Cities Neighborhood with the opportunities provided by the Center, and the coverage also helped to earn public goodwill for the Center throughout the southern counties of Maine.

Characteristics of Students Attracted to the Center During Phase I

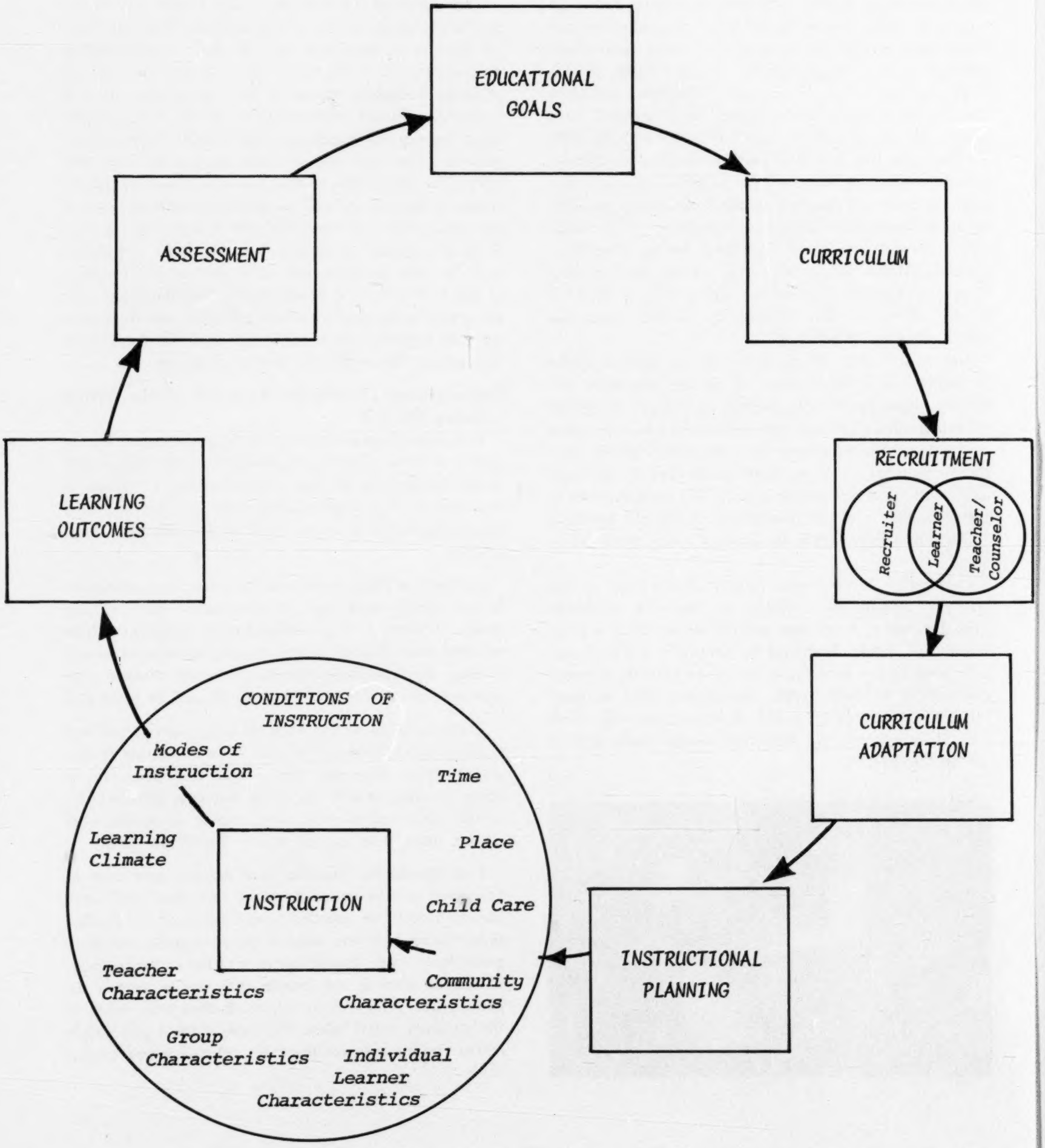
Statistics about prospective students contacted by the Center staff are given in Appendix B to this report, and details concerning student characteristics are listed in Appendix C. A few generalities from this more detailed information will be summarized in the following paragraphs.

During the Phase I year, 642 persons were contacted by the Center staff, and of this number 193 were actually enrolled in a Learning Center program. Those enrolled were divided almost equally between men and women. Approximately two-thirds of the students represented the age bracket between 16 and 24 years old.

Only one fifth of the students were unemployed and seeking work. What might seem more surprising is that slightly more than one third of the students were already working at full-time jobs, but that the majority of the employed students were unable to obtain work paying more than approximately $3,000 per year.

The correlation between low income and lack of education is demonstrated by the fact that more than one fifth of those enrolled were hampered by reading skills testing between those of the first grade and third grade level, while another quarter of the students placed in similar tests at the fourth, fifth, or sometimes the sixth grade level. All in all, more than two thirds of the students tested below the level of the typical high-school freshman in reading comprehension and similar skills.

The Design for Adult Learning



II—Development of the Design for Adult Learning

II—Development of the Design for Adult Learning

During Phase I of this demonstration project, the staff of the Urban Adult Learning Center developed the Design for Adult Learning as a working model of intensive Adult Basic Education through individualized instruction. The Design provides a way for the adult learner to re-enter the learning experience at his own level of ability in each skill. He advances through the learning experience upon his own initiative, which is reinforced by his successful achievement of his own stated goals, both short and long range.

The Design is envisaged as a continuous cycle, with the results of assessment being used to strengthen every component of the Design. Though the framework of the Design was partly derived from the previous training and experience of the staff, to a great extent it evolved from the experience of the staff and students during Phase I. During subsequent phases of the project, expansions and refinements of each component of the Design will be initiated as assessment indicates.

The components of the Design for Adult Learning will be discussed on the following pages.

Educational Goals

The educational goals of the Design for Adult Learning include both the goals of the learner and the goals of the Center. The successful attainment of the adult learner's stated goal, and, hopefully, of other goals that he may recognize in pursuing his initial goal, is the principal focus of the Design. The instructional goals of the Center are designed to facilitate this success for adults at the Learning Center and, ultimately, for students in other Adult Basic Education programs.

These comprehensive Center goals include:

1. Establishment of a system of independent learning in which the adult progresses at his own rate without the threat of failure.
2. Provision of motivation and opportunity for the adult to become an independent learner.
3. Generation of research on instructional techniques for Adult Basic Education.

Curriculum

The Curriculum component of the Design for Adult Learning is a broad, flexible program which can be adapted to meet specific learning needs relevant to adult learners. During Phase I of the UALC project, the staff of the Center developed a variety of approaches to facilitate the effectiveness of the curriculum in meeting the needs of each learner.

During the pre-service training of the staff, the common skills needed by a typical adult living in the Portland West community were grouped into **six practical skill areas** or "umbrellas"; communication skills, consumer education, family-living skills, practical government, job-finding skills, and interest-related skills such as arts, crafts, and collections. The teaching of reading and computational skills takes place under these six "umbrellas" so that the adult learner will actually be able to use his learning to cope with his environment and expand his choices.

The emphasis upon practicality and relevance in the curriculum is exemplified by **the Reading Program.** The Center makes available to the adult learner a wide variety of reading material related to his needs and interests, including commercially prepared material, student-written journals, community bulletins, newspapers, magazines, periodicals, paperbacks, and hard-cover books. The adult non-reader, who cannot take advantage of these prepared materials, creates his own reading material, using his own vocabulary and his own experiences, through the Language Experience Story approach. Because the learner's own experiences are more relevant and important to him than most available books and materials can be, this individualized approach gives the learner maximum support in the difficult process of learning to read. Production of his own "stories" provides immediate reading success and forms a basis for the development of other skills.

Similarly, **the computational program** uses the learner's daily contacts with mathematics in making change, in comparative shopping, in banking, etc., as well as using commercially prepared and teacher-made materials.

Because individualized instruction designed to meet the specific needs of each student demands special effort and ingenuity on the part of the instructor, the entire instructional staff of the Center cooperated during Phase I in **developing guides to materials and methods** to aid the instructor in his task. They first began compiling a "Catalogue of Language Skills" and a "Catalogue of Computational Skills" which would:

1. Place in sequence the specific skills that the student needs to master in order to reach his goals.
2. Match teaching methods and materials, especially those available in the learning lab at the Center, to specific needs in skill development.
3. Thus provide specific information for the instructional staff on how to follow diagnosis of individual skill-needs with individual prescription of appropriate materials.

For example, a teacher/counselor might have a learner whose Adult Informal Reading Diagnosis indicates that he is reading at a fourth grade level with specific difficulties in ability to sound out words containing r-controlled vowels, in word attack skills for words containing two or more syllables, and in isolating details from a passage. By looking in the "Catalogue of Language Skills" under the heading for each difficulty, the teacher/counselor would find a list of appropriate instructional materials and drill materials which the learner could use to master the skills that he needs. The Table of Contents of the "Catalogue of Language Skills" is included in this final report as Appendix D. A reference file to allow ready access to skill development materials was begun during Phase I.

Late in Phase I the instructional staff of the Center began to outline a curriculum guide, "Teaching Reading to the Untaught," specifically designed for teaching adults to read.

This project was an outgrowth of an in-service staff training course conducted during the spring of 1971 by a faculty consultant from the Gorham campus of the University.

The Table of Contents of "Teaching Reading to the Untaught" is included in this Final Report as Appendix E. The guide is organized into several sections:

1. An overview of the basic constituents of the reading process, explaining how the learner moves from being a non-reader to being a reader.
2. Proven diagnostic techniques that can be employed to assess the adult's present reading operational level.
3. The skills needed at each stage of the reading process, and instructional strategies that facilitate a smooth, rapid, and successful progression through each phase of reading development.
4. A bibliography of other professional guides to the teaching of reading.

"Teaching Reading to the Untaught" is not designed to be a comprehensive guide to techniques for teaching reading, nor is it meant to represent the entire instructional program for the adult learner. Rather it is a summary of basic techniques for teaching reading intended to provide the framework for an individualized educational program which can be closely related to the needs, interests, and experiences of each adult.

Besides the Reading Program, the Computational Program, and the skill area "umbrellas," the curriculum includes **the General Educational Development Program** for students above the eighth grade level who wish to study for a high school equivalency diploma. The GED curriculum is based on the five areas dealt with in the High School Equivalency Examination: Correctness and Effectiveness of Expression, Interpretation of Reading Materials in Social Studies, Interpretation of Reading Materials in the Natural Sciences, Interpretation of Reading Materials in Literature, and General Mathematical Ability. Consequently the curriculum emphasizes reading in each of the content areas.

The experience of the staff and students in the General Educational Development Program during Phase I exemplifies in yet another way the flexibility of the

Curriculum component of the Design for Adult Learning. In January 1971 a group of about 25 learners began to prepare for a GED examination scheduled for May 31. The principal vehicle of instruction was to be *TV High School,* a sequence of 60 half-hour film presentations prepared by the Manpower Education Institute of the Foundation on Automation and Employment in New York City. However, students and teachers soon came to the joint decision that, because of technical and other difficulties, group viewing of the film presentations was not meeting the learning needs of the students. The staff immediately substituted individual and small group tutoring, and the effectiveness of this new approach was demonstrated when 19 students of 23 who took the GED examination passed.

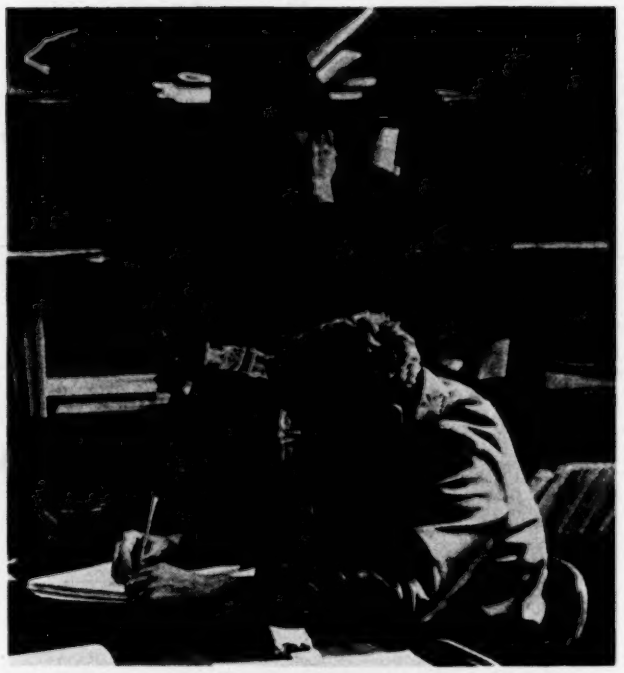
The success of the General Educational Development Program during Phase I also demonstrates the importance of including academic "ladders" to more advanced studies as part of the curriculum of Adult Basic Education programs.

Recruitment

The recruiter, the learner, and the teacher/counselor form a unit whose personal involvement and cooperation continue through the Design for Adult Learning. The transition from recruitment to enrollment is critical for the adult learner. The recruiter must create a feeling of trust in the learner and open the channels of communication with him that the teacher/counselor later develops. Informal rapport with the recruiter and with the teacher/counselor is a major factor in developing the learner's confidence and eliminating the threat that he associates with educational activities.

The recruiters for the Urban Adult Learning Center were hired because of their experience in working with community organizations or doing outreach work for Office of Economic Opportunity programs, and because of their background in ethnic and social groups such as those found in the Portland West community. The recruiter must be able to empathize with the prospective learner. The fact that both shared a common background proved invaluable in establishing initial contact.

The recruiter is also responsible for conducting follow-up work required by the teacher/counselor. This continuing use of the recruiter maintains his relationship with individual learners and his feeling of involvement in their progress.



The methods of recruitment used during Phase I of the Urban Adult Learning Center Project were as follows:

1. **Direct Outreach**

The core of initial recruitment came from direct outreach in the Model Neighborhood. The Center employs two full-time outreach workers who regularly cover the Model Neighborhood contacting prospective enrollees.

2. **Community Organizations**

Neighborhood centers and community action organizations were informed of the new Learning Center and its role in Adult Basic Education. These groups assisted in setting up public forums on Adult Basic Education in general and the Urban Adult Learning Center in particular, allowing an interchange of ideas between Center staff and community residents. Meetings were held at the Danforth Street Neighborhood Center, the West Side Neighborhood Center, the East Side Action Center, and Low Income People, Inc.

3. **Referral**

Referrals came from the staff and outreach workers of community organizations and of established service agencies. Prior to the opening of the Center, contacts were made with the Maine State Employment Service, the Work Incentive Program, The YWCA, the Neighborhood Youth Corps, the Model Cities Office, the Portland Regional Opportunity Program, Job Opportunities in the Business Sector, and numerous other agencies. The Center outreach staff followed up referrals and arranged interviews.

4. Public Information

Radio announcements, combining a description of the Center with endorsement by active students, were broadcast for two weeks over a popular radio station as a public service. The local newspaper ran a front page story on the opening of the Center with an extensive discussion of its purpose. Four thousand flyers were distributed through Model Cities and Neighborhood Center outreach workers.

In March 1971 a local television talk show featured the Learning Center on a half-hour program, interviewing a learner at the Center, a teacher/counselor, and the Chancellor of the University of Maine.

Although this publicity brought little immediate enrollment, the increased familiarity with the Center on the part of community residents enhanced the effectiveness of further outreach efforts.

5. Model Cities Survey

Between August and December of 1970, the Portland Chamber of Commerce took a survey with Model Cities funds to obtain statistics needed by the Model Cities Program for information and evaluation. This survey was analyzed by the Computer Center of the University of Maine at Orono, and information about adults with less than an eighth grade education was made available to the Center's Assistant Director of Recruitment and Counseling for outreach leads.

6. Student Contact

After the Center had been in operation for approximately four months, the importance of the role of students in recruitment became increasingly evident. Active students were explaining their learning program to neighbors, relatives, and friends, who were in turn calling or coming to the Learning Center to ask if they could enroll. Student participation is essential to the continued success of the recruitment program of the Urban Adult Learning Center.

Curriculum Adaptation

No matter how the student is recruited, the next step of the Design for Adult Learning requires that the broad curriculum of the Center be adapted to meet the newly recruited learner's specific needs. The teacher/counselor and the newly recruited learner work together in determining the learner's long and short-range goals. Because these goals are selected jointly by the teacher and the learner, each knows what the other expects of him. This basis of common understanding is another important factor in eliminating the feeling of insecurity that is often associated with educational activity.

For example, the learner's ultimate goal may be to pass the driver's license examination. In order to do this he must be able to read and write well enough to understand the driver training manual and answer the examination questions. The teacher/counselor must help the learner to determine a series of short-range goals leading to improved communication skill. Once this is done, the learner will be helped to meet each of the short-range goals in sequence on the way to attaining his ultimate goal.

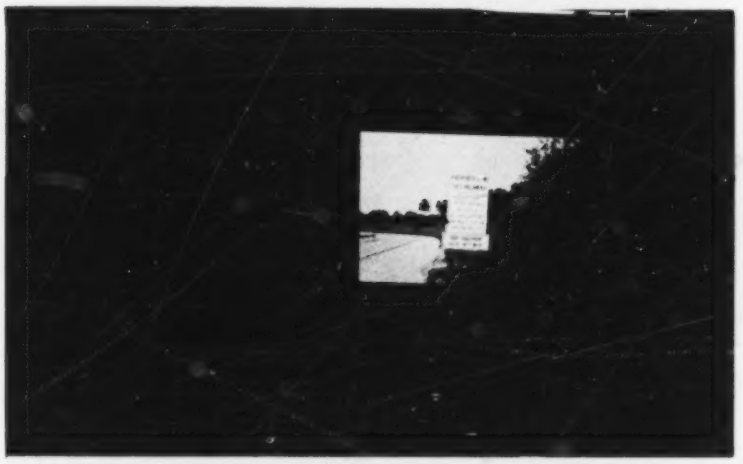
The first step towards achieving the learner's goals is to find out exactly what skills the learner already possesses. The teacher/counselor uses various diagnostic tools to assess the learner's specific strengths and weaknesses in communication and computational skills. Only in this way can the learner be given initial learning tasks that he will be able to achieve successfully; and step-by-step success is a key to the functioning of the Design.

At the beginning of Phase I the Center used the *Adult Basic Learning Examination* for diagnosis; but since this examination is designed to reveal only the student's relative strengths and weaknesses among the general subject areas of vocabulary, reading, spelling, and arithmetic, it was discarded early in 1971 in favor of other tests designed to reveal the student's specific difficulties within each subject area. The *Reading Evaluation and Adult Diagnosis* and the *Adult Informal Reading Test* were used to diagnose the particular reading skills which each student needed; and the "Mathematics Inventory" covering basis skills through decimals, percentage, and square root, was used to diagnose his particular needs in computational skills.

During the spring of 1971, the Assistant Director of Recruitment and Counseling designed another series of evaluative tools based on the *Instructional Objective Exchange,* a collection of behaviorally stated objectives in a variety of subject and skill areas. Behavioral objectives are educational goals specifying exactly what observable, measurable thing the learner will be able to do when learning has taken place.

In making a diagnosis according to the *Instructional Objective Exchange,* the Assistant Director would fill out a diagnostic form for each student, indicating exactly which of the numbered objectives the student could do easily, which he could do with difficulty, and which he could not do at all. The teacher/counselor would then note the code numbers of the objectives that the student could not do well, look up each objective designated by these code numbers in the *Instructional Objec-*

tive Exchange handbook, and, for each objective, plan a variety of possible learning experiences designed to help the learner accomplish the objective. A sample of the form, "Reading Diagnosis According to IOX," containing code numbers of objectives relevant to reading skills, is included in this Final Report as Appendix F. It has been filled out to represent a diagnosis of the reading skills of a typical Center student. Investigation of the potentials of this system is continuing during Phase II.



Instructional Planning

If the learner is to continue to be motivated to learn, he must be successful in reaching his goals. For this reason, the Design for Adult Learning requires that careful planning be used to translate the learner's short and long-range goals into an instructional process. After the broad curriculum has been adapted to focus on the learner's specific needs, this adapted curriculum must still be implemented by determining exactly what the learner is going to be **doing** during instruction. The teacher/counselor must design an instructional sequence which attempts to identify and arrange in order learning activities which will optimize the learner's chances of being successful at every stage of the learning process. The "Catalogue of Language Skills" and the "Catalogue of Computational Skills" are used to provide both instructional and drill materials for the instructional sequence.

The process of planning instruction involves the following elements:

1. Knowledge of the student's command of all skills that are prerequisites for the learning activity.
2. Pre-testing of the learner's ability to perform the activity. Besides identifying specific skills to be developed, pre-testing serves to establish an accurate basis for comparison with the results of post-testing.
3. Selection of material appropriate to the abilities and interests of the learner.
4. Organization of the instructional material so that it provides
   a. appropriate sequence,
   b. opportunities for the learner to practice the skill,
   c. immediate knowledge of results for the learner.
5. Post-testing of the learner's ability to perform the activity. Post-testing is designed to determine whether the learner has reached his goal yet, rather than to determine whether he has "passed" or "failed." Post-testing compared to pre-testing also serves as a basis for evaluating the effectiveness of the instructional sequence.

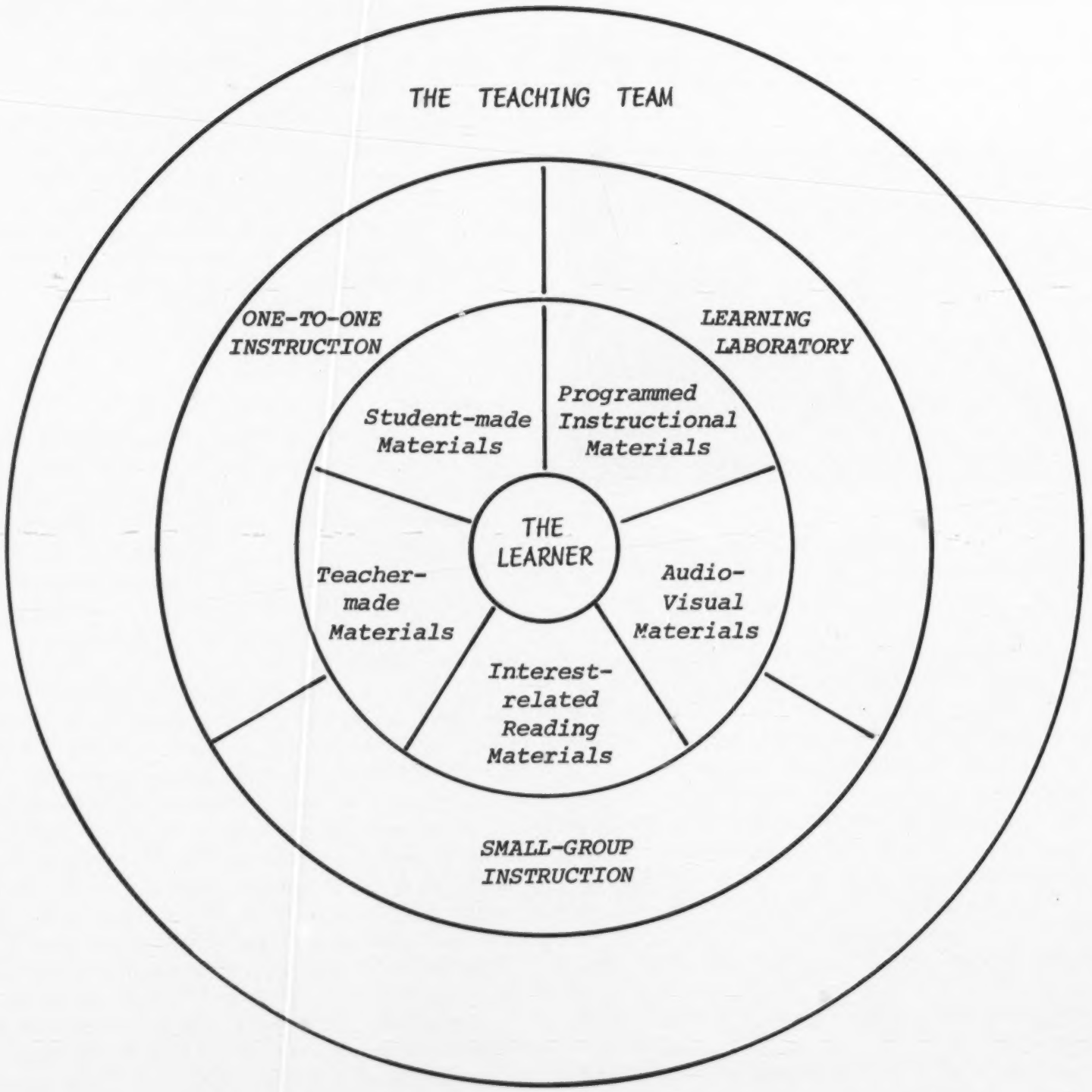
Instruction

The Instruction component of the Design for Adult Learning puts all the other components of the cycle into action. The components which have already been discussed—Educational Goals, Curriculum, Recruitment, Curriculum Adaptation, and Instructional Planning—are all steps leading to the learning experiences provided by Instruction. The assessment of the Design for Adult Learning is based upon the outcomes of these learning experiences.

The selection of the best mode of instruction to meet the needs of the individual students is, of course, of prime importance in the Design for Adult Learning. The Instruction component, however, must take into consideration, not only the instructional sequence, but also a variety of other conditions that affect the learner. Some of these conditions are not commonly considered as having a direct bearing on instruction. In the case of the adults who come to the Learning Center, however, one or more of these conditions may often be decisive in determining whether or not the learner is able to begin instruction, or to continue once he has begun.

The way in which the Learning Center deals with these conditions of instruction is described briefly in the following paragraphs. These conditions include the time when instruction is available, the place where instruction is available, the availability of child care, community characteristics, individual learner characteristics, learning group characteristics, teacher/counselor characteristics, the learning climate, and the mode of instruction.

Modes of Instruction



1. The Time When Instruction Is Available

The Urban Adult Learning Center is open Monday through Friday from 9:00 a.m. to 9:00 p.m. It is the only full-time Adult Basic Education facility in the State of Maine.

2. The Place Where Instruction Is Available

The building is located in the geographic center of the Model Neighborhood, less than a block from the main bus line serving the community.

3. The Availability of Child Care

Child care facilities are often crucial in determining whether or not students are able to take advantage of educational opportunities. A child care service is maintained by the Center using auxiliary personnel: volunteers, University of Maine work-study students, and people from the Department of Labor Supplemental Training and Experience Program and the Portland Regional Opportunity Program.

4. Community Characteristics

Residents of the Portland West community suffer from undereducation and from attendant poverty and unemployment. About one in twelve of the residents over sixteen years of age has dropped out of public schooling before entering the ninth grade. The need for a program of Adult Basic Education is unquestionable.

5. Individual Learner Characteristics

The Design for Adult Learning attempts to use each learner's experience of reality, his immediate needs, his fears, his goals, and his motivations. Only through this approach can instruction truly meet the adult's learning needs. Planning for the individual learner integrates the instructional program.

6. Learning Group Characteristics

The Design for Adult Learning recognizes group as well as individual characteristics. Needs and interests shared by the group are used in the learning experiences.

7. Teacher/Counselor Characteristics

The teacher/counselors at the Center have all had varied experience in working with people. They are committed to Adult Basic Education, and they are innovative and open-minded in their approach.

8. Learning Climate

The Center attempts to create a physical and psychological climate which is comfortable, yet challenging. It allows for active involvement of the adult learner in the planning and evaluation of his program.

9. Mode of Instruction

A wide range of instructional methods and materials are in regular use at the Center. This multi-modal approach to learning gives the student an opportunity to use the particular approach best suited to his learning characteristics, or to combine several different approaches in the development of each skill. The availability of a variety of possible learning experiences is an essential condition if instruction is to meet the needs of the individual student.

During Phase I the instructional staff came to adopt a team approach to teaching. The team was composed of a teacher/counselor and a teacher/assistant or a teacher aid. Consultation and cooperation among members of the teaching team permits them to make a coordinated response to the learner's various skill needs. Diagnosis of the learner's needs and planning to meet those needs can be performed more effectively by a joint effort of judgment and ingenuity.

The team approach also permits maximum flexibility in varying the method of instruction between individual and group learning experiences. The presence of more than one teacher with a group of students makes it possible for the teachers and students to work together in a number of different ways, in individual consultation or in smaller groups of various sizes. Moreover, whether the learner is involved in one-to-one instruction, in small group instruction, or in independent work in the learning laboratory, some member of the teaching team is always available to give individual assistance at the "learning moment."

The variety of instructional materials available at the Center adds another dimension to the flexibility of the learning environment. The student has at his disposal programmed instructional materials, audio-visual materials, reading materials related to his interests, teacher-made materials, and in some cases materials created by himself. Equally important, because of individualized instructional planning, he has realistic guidance in selecting the materials best suited to his needs at any given stage in his progress.

Besides permitting individualization of instruction, the use of a variety of modes of learning can assist the student in building his general confidence and in correlating his newly acquired skills so that they will be of real value to him. For example a non-reader may write his own "books" dealing with his own experiences, practice sight recognition of words that are relevant to his interests using teacher-made flash cards, use the Aud-X and the Language Master in the learning laboratory, take part in group discussions on matters of common interest, and work with programmed instructional material to develop his computational skills. His activities in all these areas have been planned so that he will be able to perform them successfully, and all of them, in different ways, are relevant to his daily life.

Learning Outcomes

The Learning Outcomes component of the Design for Adult Learning focuses primarily on the successful completion of the learner's goals. In addition to helping the learner reach his immediate goals, however, instruction is also intended to serve additional functions:

1. To include learning experiences that, besides being necessary to the learner in reaching his immediate goals, will also have other applications.
2. To stimulate the learner to form additional learning goals after achieving his immediate goals.
3. To encourage the learner to develop long-range educational goals that will take him beyond the capabilities of the Center.

These functions are best illustrated by examples. One adult non-reader came to the Center to learn to read the motor vehicle regulations in order to pass his driver's license examination. The instruction planned for this learner used chiefly the language of the examination manual for exercises in sight recognition of words, structural analysis, and other reading skills. However the skills that the learner acquired also helped him toward reading other kinds of material. After he had succeeded in obtaining his driver's license, his teacher/counselor encouraged him to continue coming to the Center to improve his reading.

Another adult came to the Center to improve his spelling. Having achieved this goal, he is now studying for his high school equivalency diploma and is considering going on to attend the Southern Maine Vocational Technical Institute.

In cases such as these, success in immediate learning outcomes have given the learner confidence to explore his full educational potential.

Assessment

Assessment, an essential component of the Design for Adult Learning, takes the form of a continuous process of evaluation directed at every component of the Design and also at the Urban Adult Learning Center project as a whole. Whenever possible, assessment involves the cooperative thinking of both students and staff.

The most obvious question to be used during assessment is, How successful is the Design in achieving its educational goals? The answer to this question is primarily based upon an assessment of the learning outcomes for each learner. Since instructional planning under the Design includes provision for pre-testing and post-testing of each skill, the effectiveness of every instructional sequence used can be evaluated. The assessment of the learning outcomes of the Design must also consider how well the completed program of instructional sequences has helped the learner to achieve his stated goal. The person who is really in the best position to answer this question is the learner himself.

Another aspect of the assessment of learning outcomes must be answered primarily by the teacher/counselor: Has the instructional program followed by the student stimulated him to seek further learning, and has it given him skills which will assist him in achieving new goals? The success of the learning outcomes depends not only on the planned program of instruction but also on the effectiveness with which the Design provides favorable conditions of instruction which take into consideration the learner's individual needs and personal characteristics. Any aspect of the educational program which causes the learner to feel threatened will affect the learning outcomes adversely.

Though the success of the learning outcomes is the primary focus of the educational goals, these goals also include the generation of research that may be useful in promoting the success of other Adult Basic Education programs. Therefore, the whole Design must be evaluated according to its innovativeness as well as its effectiveness.

Since research and innovation are built into the Design, assessment also serves to suggest areas for staff development and over-all program development. Staff members are encouraged to note changing needs and to identify new areas of need. Once an area of need has been identified, the staff can act to meet this need through the development of new programs and appropriate in-service training. Rather than being confined within the Design, staff members are encouraged to take an over-view of the whole program. From this vantage point they can generate ideas for program expansion and refinement.

The Cyclic Nature of the Design

Because needs are constantly changing and new areas of need are constantly being discovered, the Design for Learning necessarily follows a cyclic pattern. Assessment is not the terminal point of the Design but the beginning of a new cycle. From the assessment of previous outcomes, a new understanding of educational goals is evolved. This new understanding, in turn, affects every component of the Design.

During Phase I the Design for Adult Learning has reached the stage of refinement described in this report. During Phase II and each successive phase the Design will evolve further, to meet the needs of Adult Basic Education more effectively.

III—Development of University and Community Support

An important element of the Urban Adult Learning Center project was the development of support from the University of Maine and from the Portland community. The purpose of developing this support was to insure both University and community involvement in Adult Basic Education, particularly in the Portland West Model Cities Neighborhood. Though the precise extent of financial support is difficult to estimate, the University contributed approximately $25,000 during Phase I, primarily in meeting direct cost. Community support generally took the form of services in kind. A short description of the most substantial contributions is provided in the following paragraphs to demonstrate the variety and extent of involvement in Adult Basic Education generated by the Urban Adult Learning Center project during Phase I.

University of Maine Support

1. **The Continuing Education Division** created the Bureau of University-Community Services with a first year budget of $18,000 to prepare the Urban Adult Learning Center project and to implement the grant after it was funded, as well as to provide liason between the Learning Center project and administrators and faculty members at the University campuses. The major emphasis of the Bureau during the Phase I year was centered in these tasks, but the Bureau was also established to perform similar services for other Continuing Education Division projects. The Director of the Continuing Education Division provided administrative assistance and also was active as a member of the Urban Adult Learning Center Advisory Board. The Continuing Education Division provided financial assistance to the development of the Center throughout the year and also donated equipment to the Learning Center.

2. **The Bureau of University-Community Services** coordinated the needs of the Urban Adult Learning Center with the available resources of the University. It maintained fiscal controls, secured and renovated the Center building, enlisted University departmental support, obtained donations of some needed equipment, and insured that University commitments to the project were kept.

The Bureau of University-Community Services made major financial contributions to the Learning Center by providing such equipment as the *TV High School* film which was tried as part of the General Educational Development preparatory program, and a closed-circuit video-tape system which permitted increased flexibility.

The Bureau also made the initial contacts between the Learning Center and the University departments whose contributions are described below. Once contact was established, the staff of the Center worked directly with the cooperating University department. In some cases, the Continuing Education Division and the Bureau of University-Community Services also assisted the Learning Center in contacting agencies outside the University, even though primary responsibility in that area rested with the Project Director and the Assistant Director for Continuing Education Programs.

3. **The Corporation Counsel** for the Portland Campus of the University negotiated the lease for the Urban Adult Learning Center building with a private landlord.

4. **The Director of Engineering and Planning** for the Portland Campus of the University assisted in site and building selection and worked with state and city officials in renovating the facility to meet fire codes.

5. **The Director of Personnel** at the Portland Campus implemented employment procedures for the Urban Adult Learning Center staff members. He explained University personnel policies and reviewed fringe benefits associated with University of Maine employment. University fringe benefits which are not normally available to personnel employed through a federal grant were offered to the staff members of the Urban Adult Learning Center. Staff workers at the Center were classified according to the University pay scale, and, in one instance, a new classification was added to the University scale to cover a position.

6. **The Maine Public Broadcasting Network,** an educational and instructional television system administered by the University of Maine, contributed technical assistance. A complete 2500 megahertz videotape system, with downconverter and monitor, was installed between the Urban Adult Learning Center and the Portland Campus. Training was also provided for Center staff members so that they could operate this videotape system purchased by the Bureau of University-Community Services for the Center.

7. **The Library at the Portland Campus** contributed $1,000 in cash for purchase of software for the Center.

8. **The College of Education** of the University of Maine at Orono contributed a $1,500 Biometric Reading Eye Camera and offered staff training on the use of teacher-made audio-visual materials.

9. **The Audio-Visual Department** at the local campus donated hardware and staff time to the development of the Learning Lab, contributed additional equipment, and provided service to put donated equipment in good working order.

10. **The Computer Center** at the University of Maine at Orono processed a Resident Survey which was used by the Center.

11. **The Bureau of Labor Education,** a companion Bureau to the Bureau of University-Community Services, contributed time, talent, and money to the Learning Center. The Bureau arranged for the Business Agent of Local 321, United Association of Journeymen and Apprentices of the Plumbing and Pipefitters Industry of the United States and Canada, to speak to a group of students at the Center. The presentation was video-taped.

12. **The Deferred Degree Program,** an adult evening college program administered by the Continuing Education Division, and the **New Careers Program,** a two-year general studies program also administered by the Continuing Education Division, were both explained to the students at the Urban Adult Learning Center. This introduction enabled the Center to offer not only programs in grades one through eight, together with General Educational Development preparation, but also to complete the transition from the GED to a college program. Counseling for interested students at the Center was provided by the Assistant Director for Counseling of the Continuing Education Division. As a result, three students from the Center went into the New Careers Program, while one went into the Deferred Degree Program before Phase I drew to a close.

13. **The Work Study Program** of the University employed several University students to assist with instruction and general clerical duties at the Center.

14. **Several individual University faculty members** made extended contributions of their services:

A. The Chairman of the Department of Social Welfare gave substantial time and energy serving on the Advisory Board.

B. A member of the Psychology Department provided a half-day each week for in-service staff training concerning specific problems of students at the Center.

C. A faculty member from the Gorham Campus worked at the Center one day each week on in-service staff training concerning the teaching of reading. As an outgrowth of these sessions, the Center staff undertook the project of developing a curriculum guide "Teaching Reading to the Untaught."

D. Another faculty member from the Gorham Campus gave the Center staff two sessions on methods of evaluation.

Other University departments were involved on occasion besides those listed. Substantial progress was made throughout Phase I in involving many relevant University departments in the Urban Adult Learning Center project, in Adult Basic Education, and in meeting the requirements of administering and developing support for a federal grant project. With a strong basis of involvement now established within the University structure, expanded support for the Center project, as well as for other federally assisted projects, can be anticipated.

Community Support

Development of community support for the Learning Center has two general objectives: first, the development of additional programs and activities for students at the Center and, second, the development of active cooperation and support from state and local agencies in regard to the Urban Adult Learning Center project.

During Phase I, direct cooperation from a number of local community agencies was developed, particularly in assisting the Center in recruitment of students and in opening employment opportunities for those completing Center programs, but also in a number of other matters.

1. In addition to the work of the Assistant Director of Recruitment/Counseling and his two Outreach Aides, the Center's outreach efforts were broadened through the cooperation of such existing agencies as the **State Employment Service,** the **Work Incentive Program,** the **YWCA,** the various **Portland West Neighborhood Centers,** and the **Model Cities Office.** Dissemination of information through these agencies produced several candidates for the Center.

2. In the development of career and employment opportunities for students at the Center, discussions were held with the **Greater Portland Chamber of Commerce Manpower Specialist Committee,** the **Work Incentive Program,** the **Cooperative Area Manpower Planning System,** and the **Maine Employment Security Commission.** On the basis of these discussions it was determined that the Center should use the services of existing local agencies rather than attempting to establish an employment service of its own during Phase I of the project. The **Cooperative Area Manpower Planning System,** (CAMPS), which coordinates various manpower programs, had endorsed the Center. The Center was thus able to provide Adult Basic Education for persons referred by **Manpower and Development Training** (MDTA), **Job Opportunities in the Business Sector** (JOBS), the **Work Incentive Program** (WIN), the **Maine Employment Security Commission** (MESC), and the **Neighborhood Youth Corps** (NYC) in exchange for the employment services of these agencies.

3. The **Portland Health Department** has agreed to provide eye and ear examinations for all students enrolled at the Center. To date, several eye and ear deficiencies have been revealed.

4. The Director of Adult Education of the **Portland School Department** is an active member of the UALC Advisory Board. Students who come to the Learning Center seeking information on completing their high school diploma requirements are referred to the Portland Adult Evening Program held at Portland High School. On occasion, students applying for the Portland Adult Evening Program have been referred to the Learning Center for work on basic skills.

5. A **Regional Resource Center,** formerly funded under an Elementary and Secondary Education Act grant, is now financially supported by the school departments of the various communities in and around the Portland area for operation on a regional basis. The Resource Center has supplied valuable materials and professional expertise to the UALC staff, and it has also offered the services of its personnel for technical assistance whenever the occasion arises.

6. The Learning Center has been working very closely with the **Veterans Administration Center** and the **State Department of Education** so that veterans now enrolled in the UALC program may receive veteran's benefits. Under Chapters 34, 35, and 36 of Title 38 (U.S. Code), the Learning Center has received approval for the training of veterans in Adult Basic Education and General Educational Development. The approval of the State Board of Education became effective on March 1, 1971.

7. The **Maine State Department of Education,** through the auspices of the General Educational Development Testing Service of the American Council of Education, has approved the Learning Center as a location for the administration of GED tests.

8. The **Adult Education specialists of the State Department of Education** have assisted the Learning Center in the selection of curriculum materials and in obtaining invitations to the Regional Conference on Teacher Awareness at the University of Massachusetts, to the Teacher Training Institute at the University of Maine at Portland-Gorham, and to an in-service training program on instructional objectives.

9. The **Portland Model Cities Program,** now operating in its third year, has several UALC staff members as voting members on its Citizen Planning Task Force. The Director of the Model Cities Program serves on the Advisory Board of the Learning Center. Sixty-five percent of the UALC staff live in the Model Cities Neighborhood.

During Phase I of the UALC project, cooperation with many existing community agencies has been established. It will be necessary to use existing support to the greatest possible extent and to expand community support during subsequent phases of the project. In-kind support proved essential in the initial stages of the UALC development. In-kind and financial support will be increasingly important to the Learning Center in accomplishing its goals.

In summary, support from both the University of Maine and community agencies has been substantial during the short time that the Learning Center has been operational. Continued use of the linkages which have been already established and expansion of support from both the University and all pertinent community agencies is a matter of high priority. Developing a program of opportunity for undereducated, disadvantaged people is a formidable challenge. Only through coordinated efforts can the Urban Adult Learning Center project and its goals be realized.

SUMMARY OF FINDINGS

1. The Design for Adult Learning, developed during Phase I at the Urban Adult Learning Center, is a workable method of implementing an Adult Basic Education program based on the concept of individualized instruction.

2. Catalogues of language and computational skills correlating available materials and methods with specific skill needs are necessary tools for individualized instruction.

3. A General Educational Development program should be provided to link Adult Basic Education programs with programs of higher education and to provide alternatives for the learner.

4. Recruitment of students for Adult Basic Education programs should be in the hands of community residents who understand the values and characteristics of the neighborhood served by the project, and who are committed to the concept of community education.

5. The recruiter, the learner, and the teacher/counselor should form a cooperating unit in setting initial learning goals and in developing a continuing process of planning for the learner's needs.

6. The Conditions of Instruction, including the time when instruction is available, the place where instruction is available, the availability of child care, community characteristics, individual learner characteristics, learning group characteristics, teacher/counselor characteristics, the learning climate, and the mode of instruction, are factors that must be taken into consideration in recruitment and retention of adult learners.

7. Assessment should take the form of a continuous process of evaluation directed at every component of an Adult Basic Education program, and also at the areas of staff development and program development.

8. Continued in-service training and staff development are essential to meeting the changing needs of the adult learner.

9. In order to promote university support for an Adult Basic Education program, it is helpful to relate the project to a specific bureau or department.

10. Linkages with local agencies are essential in order to provide continued support for an Adult Basic Education program.

RECOMMENDATIONS

The major recommendations of the Urban Adult Learning Center are:

1. A model of individualized instruction for the adult learner should be applied to future Special Experimental and Demonstration Projects on a national scale.
2. The concept of university involvement should be applied to future Special Experimental and Demonstration Projects nationally.
3. The Urban Adult Learning Center project should be continued to research and demonstrate the model initiated during Phase I.
4. The Urban Adult Learning Center project should be used as a Teacher Training Laboratory in addition to its other functions.

The recommendations above evolved from a consensus of the following three sources:

The best judgments of university administrators originally involved in the design and implementation of Phase I of the Urban Adult Learning Center.

The best judgments of the outside evaluators: The Center for Curriculum and Instruction of the School of Education, State University of New York at Albany.

The best judgments of the professional staff at the Urban Adult Learning Center and their consultants.

CONCLUSION

As the body of the report and the Summary of Findings have indicated, the Phase I activities of the Urban Adult Learning Center have demonstrated that a model of individualized instruction in Adult Basic Education is workable and fills an unquestioned need. The Urban Adult Learning Center project has also demonstrated ways to focus the attention of a university on Adult Basic Education and to engage university involvement in an aspect of community service traditionally considered outside the sphere of the university.

The first year of operation at the Urban Adult Learning Center experienced difficulties as well as successes. A new community project always faces the challenge of developing a meaningful program and establishing credibility with limited time constraints. Late funding, an inexperienced staff, necessary building renovation, lack of commitment on the part of some agencies, and the need for improved administration controls were but some of the problems encountered during Phase I.

In each case, appropriate steps were taken to find workable solutions for each problem, thereby providing a stronger base for subsequent phases of the project.

Phase I of the Urban Adult Learning Center project has put into action the concepts of individualized instruction and university involvement as applied to Adult Basic Education. The research and development of workable systems in each of these areas, as initiated during Phase I and expanded during future phases of the Urban Adult Learning Center project, will do much to enhance educational opportunities for disadvantaged people and to broaden the scope of university service.

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APPENDIX A

DEMONSTRATION CITIES AND METROPOLITAN DEVELOPMENT ACT OF 1966

(Public Law 89-754)

Title I—Comprehensive City Demonstration Programs

Sec. 101. **Findings and Declaration of Purpose.** The Congress hereby finds and declares that improving the quality of urban life is the most critical domestic problem facing the United States. The persistence of widespread urban slums and blight, the concentration of persons of low income in older urban areas, and the unmet needs for additional housing and community facilities and services arising from rapid expansion of our urban population have resulted in a marked deterioration in the quality of the environment and the lives of large numbers of our people while the Nation as whole prospers.

The Congress further finds and declares that cities, of all sizes, do not have adequate resources to deal effectively with the critical problems facing them, and that Federal assistance in addition to that now authorized by the urban renewal program and other existing Federal grant-in-aid programs is essential to enable cities to plan, develop, and conduct programs to improve their physical environment, increase their supply of adequate housing for low and moderate-income people, and provide educational and social services vital to health and welfare.
The purposes of this title are to provide additional financial and technical assistance to enable cities of all sizes to plan, develop, and carry out locally prepared and scheduled comprehensive city demonstration programs containing new and imaginative proposals:

to rebuild or revitalize large slum and blighted areas;

to expand housing, job and income opportunities;

to reduce dependence on welfare payments;

to improve educational facilities and programs;

to combat disease and ill health;

to reduce the incidence of crime and delinquency;

to enhance recreational and cultural opportunities;

to establish better access between homes and jobs; and generally

to accomplish these objectives through the most effective and economical concentration and coordination of Federal, State, and local public and private efforts to improve the quality or urban life.

APPENDIX B

STATISTICAL REPORT FOR THE PHASE I YEAR

July 1970—June 30, 1971

U.A.L.C.—U.M.P.G.

Number of Persons Contacted by UALC Staff	642
Number of Prospects Interviewed	234
Number of Prospects Enrolled	193
Male Students Enrolled	95
Female Students Enrolled	98
Number of Active Students	147
Number of Inactive Students	46
Graduates	27
Number of Students Initially Enrolled at:	
Special Interest Group	35
Basic—1 thru 3	54
Intermediate—4 thru 6	57
Advanced—7 thru 8	26
G.E.D.	56
Students by Age:	
16 - 24	98
25 - 34	46
35 - 44	23
45 - 54	13
55 - 64	7
65 - over	6
Sources of Students Enrolled:	
Recruited by Staff	117
Referred by Community Agencies	76
Referred by Other Agencies	59

APPENDIX C

CHARACTERISTICS OF STUDENTS

AT THE U.A.L.C. DURING PHASE I

Sex:		Age:		Race:	
Male	49%	16-24	63%	White	97%
Female	51%	25-34	24%	Negro	3%
		35-65	13%		

Marital Status:		Employment Status:		
Single	57%	Working full time	34%	
Married	23%	Working part time	10%	
Divorced	19%	Not in labor force	36%	
Widowed	1%	Unemployed seeking work	20%	(see below)

Receiving public assistance: 19%

Unemployed students gave the following reasons for not working:

Unable to find work	21%
In school	9%
Family obligations	5%
Keeping house	19%
Not specified	46%

Student Referred to Project:		Level at Enrollment:	
By ABE Recruiter	94%	Basic (1-3)	21%
By student	1%	Interim (4-6)	25%
Walk in	5%	Advanced (7-8)	21%
		GED	33%

Head of Family or Household		Primary Wage Earner	
52% — Yes	48% — No	43% — Yes	57% — No

Salary Range of Employed Students

$2,000 — $3,000.	60%
$4,000 — $5,000.	27%
$5,000 — $6,000.	13%

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"TEACHING READING TO THE UNTAUGHT"

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Sarah Doe — READING DIAGNOSIS ACCORDING TO IOX

CODE: ✓ did it easily; O did with difficulty; X couldn't do it

	K	1	2	3	4	5	6	7	8	9	10	11	12
COMPREHENSION													
Literal		138	237	300	19	95X		1,2	17	33 41			
Interpretation		148	242	305	24	96	130O 131X	4	55				
Critical			248		32		133	51	52				
Vocabulary		154				101		47	18	50	58		
WORD RECOGNITION													
Phonetic Analysis		72	264-5-7 175		1✓	71O		8	28	35	61		
Structural Analysis		131 123 137	165	282	4O	81O	121X	10-15 16	29 30	40	65		
Context				294	17✓		127X						
STUDY SKILLS													
Work Skills		158 160											
Use of References			256		41	105X	140 144	5-7	19 27	34	60		
Organizing Information			260	312	63	103			20				

COMMENTS: Sarah needs work in the structural analysis of words.

The code above indicates that the student did these objectives easily:

Grade 4 #1 Given words containing the soft "c" sound in the initial, medial, or final position, the student will pronounce these words.

Grade 4 #17 Given a sentence with a missing multi-meaning word, the student will use the context of the sentence to supply the missing word.

The code above indicates that the student did these objectives with difficulty:

Grade 4 #4 Given a list of singular words ending in "s," "x," "z," "sh," "ch," the student will write the plural form of each one.

Grade 5 #71 Given a list of words containing consonant blends, the student will identify the consonant blends in each word.

Grade 5 #81 Given a list of plural nouns, the student will write the singular form of each one.

Grade 6 #130 Given a set of descriptive phrases, the student will identify the emotions to which each phrase refers.

The code above indicates that the student could not do these objectives:

Grade 5 #95 Given a list of words and incomplete sentences taken from a familiar story, the student will select the word which completes each sentence.

Grade 5 #105 Given a list of words characterized by possessing several meanings dependent upon pronunciation, the student will pronounce each word in such a way that all of the possible meanings are revealed.

Grade 6 #131 Given a passage missing its conclusion, the student will write a logical outcome and list the reasons for his conclusion.

Grade 6 #121 The student will identify prefixes within a given sentence. The prefixes to be to be included are: "a-," "be-," "con-," "in-," "out-," "pre-," [illegible]

Grade 6 #127 Given pairs of sentences containing the same word, but in which the word has different meanings, the student will identify the meaning of the word in each [illegible]

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